

Summary

Arohena School provides education for students from Year 1 to 8 in two multi-level classrooms. At the time of this review, there were 28 children enrolled at the school. Seven of these children are of Māori descent.

Since the last ERO review in 2014 the school has appointed the current principal and two teachers. A new board has been elected.

The school continues to be actively involved in a local cluster which provides ongoing professional development and opportunities for teachers. There has been a professional development focus on both mathematics and literacy.

How well is the school achieving equitable outcomes for all children?

Arohena School responds well to Māori and other children whose learning and achievement need acceleration. At the time of this review most children were achieving at, and some above the expected National Standard in reading, writing and mathematics.

There are some effective processes that enable achievement of equity and excellence for children.

Further development of some teaching and assessment practices is needed to achieve equity and excellence.

Children are achieving well. The school demonstrates strong progress toward achieving equity in educational outcomes, supported by effective, sustainable processes and practices.

Agreed next step is to consistently implement formative assessment and culturally responsive teaching practices.

ERO is likely to carry out the next review in three years.

Equity and excellence

How effectively does this school respond to Māori and other children whose learning and achievement need acceleration?

Arohena School responds well to Māori and other children whose learning and achievement need acceleration.

Since the 2014 ERO review the number of children achieving the National Standards in reading, writing and mathematics has fluctuated from year to year. Student achievement data for 2016 shows that most children are achieving at or above National Standards in reading, writing and mathematics. Māori children achieve at similar level to non-Māori children. The school is able to show accelerated progress of identified at risk learners.

Teachers are making effective use of assessment information to make well informed overall judgements to monitor and assess children's individual achievement in relation to National Standards.

School conditions supporting equity and excellence

What school processes are effective in enabling achievement of equity and excellence?

There are some processes enabling the achievement of equity and excellence for children.

Professional leadership is well informed and focuses on improving outcomes for children. Teaching as inquiry is assisting teachers to reflect on and evaluate the effectiveness of their teaching practices.

Achievement information is used to inform internal evaluation. There is a strategic approach to the provision of professional learning and development for teachers. The principal is developing conditions for evaluation to promote improvement.

Trustees have developed positive school and community relationships and are focused on improving learning outcomes for children. They have undertaken external training to better understand their roles and responsibilities. Well-informed stewardship is strengthening school conditions contributing to positive learning outcomes for all children.

Teachers are collegial, respectful and engage in professional relationships that are focussed on providing challenging and purposeful learning opportunities. Children participate and learn in caring, inclusive learning environments.

An integrated curriculum engages children in a variety of learning experiences within the local and wider community. There is an emphasis on literacy and mathematics. Consultation with parents and whānau about expectations and aspirations for their children's learning is contributing to a strong partnership for learning between home and school.

Sustainable development for equity and excellence

What further developments are needed in school processes to achieve equity and excellence?

Further development of some teaching and assessment practices is needed to achieve equity and excellence.

Teachers now need to consistently use strategies to enable children to take responsibility for their own learning and progress. Te reo Māori is not well integrated in the curriculum.

Board assurance on legal requirements

Before the review, the board and principal of the school completed the ERO board assurance statement and self-audit checklists. In these documents they attested that they had taken all reasonable steps to meet their legislative obligations related to the following:

- board administration
- curriculum
- management of health, safety and welfare
- personnel management
- asset management.

During the review, ERO checked the following items because they have a potentially high impact on student safety and wellbeing:

- emotional safety of students (including prevention of bullying and sexual harassment)
- physical safety of students
- teacher registration and certification
- processes for appointing staff
- stand down, suspension, expulsion and exclusion of students
- attendance
- school policies in relation to meeting the requirements of the Vulnerable Children Act 2014.

Going forward

How well placed is the school to accelerate the achievement of all children who need it?

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ERO is likely to carry out the next review in three years.

Lynda Pura-Watson

Deputy Chief Review Officer Waikato/Bay of Plenty

8 June 2017

About the school

Location	Te Awamutu
Ministry of Education profile number	1688
School type	Full primary (Years 1-8)
School roll	28
Gender composition	Boys 14 Girls 14

Ethnic composition	Pākehā 20
	Māori 7
	Other 1
Provision of Māori medium education	No
Review team on site	March 2017
Date of this report	8 June 2017
Most recent ERO report(s)	Education Review April 2014
	Education Review January 2010
	Education Review February 2007

Arohena School reports

- [Arohena School - 08/06/2017](#)
- [Arohena School - 27/04/2014](#)